GCSE

Modern Foreign Languages

OCR GCSE in Dutch   J733

OCR GCSE in Gujarati   J734

OCR GCSE in Persian   J735

OCR GCSE in Portuguese   J736

OCR GCSE in Turkish   J737

OCR GCSE (Short Course Spoken Language) in Dutch   J033

OCR GCSE (Short Course Spoken Language) in Gujarati   J034

OCR GCSE (Short Course Spoken Language) in Persian   J035

OCR GCSE (Short Course Spoken Language) in Portuguese   J036

OCR GCSE (Short Course Spoken Language) in Turkish   J037

OCR GCSE (Short Course Written Language) in Dutch   J133

OCR GCSE (Short Course Written Language) in Gujarati   J134

OCR GCSE (Short Course Written Language) in Persian   J135

OCR GCSE (Short Course Written Language) in Portuguese   J136

OCR GCSE (Short Course Written Language) in Turkish   J137

Contents

1   About these Qualifications

This booklet contains OCR's GCSE (Short Course) and GCSE specifications in Dutch, Gujarati, Persian, Portuguese and Turkish for teaching from September 2009.

These specifications are based on the following principles:

- a meaningful and enjoyable educational experience for all candidates

- known and achievable but challenging goals for candidates of all abilities

- all candidates achieving a useful level of linguistic competance

- a suitable waystage in a culture of life-long learning

- useful experience of language acquisition

- enabling personal awareness to develop by reference to other cultures.

Assessment is based on the following principles:

- using English instructions so that understanding the task is straight forward and not made unnecessarily complex by the language used

- a broad range of test types so that candidates are not disadvantaged by performance in any one test type

- selecting test types for their effectiveness in allowing candidates to show what they know and can do.

1.1   GCSE (Full Course)

From September 2009 the GCSE is made up of the two mandatory units which are from the corresponding GCSE (Short Course) and two further units. These units are externally assessed.

1.2   GCSE (Spoken Language Short Course and Written Language Short Course)

The GCSE (Short Courses) are both 'stand-alone' qualifications and also half of the corresponding GCSE. The GCSE (Short Courses) are assessed at the same standard as the corresponding two year GCSE course.

From September 2009 there are two GCSE (Short Courses) available. Candidates may enter for either 'Short Course Spoken Language' which is made up of the Units for Speaking and Listening **or** 'Short Course Written Language' which is made up of the units for Reading and Writing.

These are externally assessed and form 50% of the corresponding GCSE (Full course).

1.3   Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Dutch / Gujarati / Persian / Portuguese / Turkish.

- OCR GCSE in Dutch / Gujarati / Persian / Portuguese / Turkish spoken language (Short Course)

- OCR GCSE in Dutch / Gujarati / Persian / Portuguese / Turkish written language (Short Course)

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).
Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.4   Aims and Learning Outcomes

GCSE specifications in modern foreign languages should encourage candidates to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Candidates should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language. GCSE specifications in modern foreign languages should prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to:

- Derive enjoyment and benefit from language learning by following a coherent, satisfying and worthwhile course of study

- develop understanding of the language in a variety of contexts

- develop knowledge of the language and language learning skills

- develop the ability to communicate effectively in the language

- develop awareness and understanding of countries and communities where the language is spoken

- recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language

1.5   Prior Learning/Attainment

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

2 Summary of Content

2.1 GCSE Units

Unit 1 *Listening* (Dutch A801/ Gujarati A811/ Persian A821/ Portuguese A831/ Turkish A841)

Unit 2 *Speaking* (Dutch A802/ Gujarati A812/ Persian A822/ Portuguese A832/ Turkish A842)

Unit 3 *Reading* (Dutch A803/ Gujarati A813/ Persian A823/ Portuguese A833/ Turkish A843)

Unit 4 *Writing* (Dutch A804/ Gujarati A814/ Persian A824/ Portuguese A834/ Turkish A844)

2.2 GCSE (Short Course) Units

Spoken Language Units

Unit 1 *Listening* (Dutch A801/ Gujarati A811/ Persian A821/ Portuguese A831/ Turkish A841)

Unit 2 *Speaking* (Dutch A802/ Gujarati A812/ Persian A822/ Portuguese A832/ Turkish A842)

Written Language Units

Unit 3 *Reading* (Dutch A803/ Gujarati A813/ Persian A823/ Portuguese A833/ Turkish A843)

Unit 4 *Writing* (Dutch A804/ Gujarati A814/ Persian A824/ Portuguese A834/ Turkish A844)

2.3 Topic Areas

Candidates will be required to show knowledge and understanding of the following five Topic Areas and their Sub-Topics, which are based on the National Curriculum Orders for Modern Foreign Languages. In the Speaking and Writing units, candidates also have the opportunity to demonstrate their knowledge and understanding of a topic of their own choice that might not be included in the list below.

Topic Area 1	**Home Life and Local Area**
sub-topics	a) Self, family and friends
	b) At home
	c) Town and local area
	d) Getting around

Topic Area 2 School, work and money

sub-topics	a) At school or college b) Money and part-time jobs c) At work and on work experience d) Future plans
Topic Area 3	**People and lifestyle**
sub-topics	a) Health and fitness b) Problems c) Food and drink d) Shopping
Topic Area 4	**Leisure and free time**
sub-topics	a) Socialising and keeping in touch b) Celebrations c) Sports and other interests d) Media and entertainment
Topic Area 5	**Widening horizons**
sub-topics	a) Holidays: planning and describing b) Holidays: getting what you need c) Environmental challenges d) Life in other countries

Examples of tasks in each sub-topic that may give candidates the opportunity to provide evidence of language at a level appropriate to their abilities can be found in Appendix B of this Specification.

2.4 Grammar and Linguistic Structures

Candidates are required to show knowledge and understanding of a nationally agreed list of grammar and linguistic structures. There are separate lists for each language to be found in Appendix C.

2.5 Vocabulary

For Listening and Reading, a vocabulary list is available separately for each language and can be downloaded from the OCR website (www.ocr.org.uk)

The list is divided into two sections: a Minimum Core Vocabulary and an Extension Vocabulary. The Minimum Core Vocabulary list includes all words which candidates who anticipate achieving grades G to C would be expected to learn. The Extension Vocabulary lists words targeted at candidates expecting to achieve grades B to A*.
In Speaking and Writing, candidates can use any range of vocabulary from their own experiences and learning.

2.6   Task List

A List of tasks for each sub-topic can be found in Appendix B. Questions set will be based on the task list.

3   Content

3.1   *Unit 1 Listening* (Dutch A801/ Gujarati A811/ Persian A821/ Portuguese A831/ Turkish A841)

Listening	
	Candidates should be able to:
	• listen for, identify and note main points and extract some detail from spoken texts of increasing length, speed and complexity;
	• demonstrate their understanding with a variety of non-verbal responses and some short answers in English.

3.2   *Unit 2 Speaking* (Dutch A802/ Gujarati A812/ Persian A822/ Portuguese A832/ Turkish A842)

Speaking	
	Using Dutch, Gujarati, Persian, Portuguese or Turkish candidates should be able to:
	• communicate appropriate information within given role-play situations;
	• take part in and develop conversations, expressing and justifying opinions where appropriate.

3.3   *Unit 3 Reading* (Dutch A803/ Gujarati A813/ Persian A823/ Portuguese A833/ Turkish A843)

Reading	
	Candidates should be able to:
	• read, identify and note main points and extract some detail from written texts of increasing length, speed and complexity;
	• demonstrate their understanding with a variety of non-verbal responses and some short answers in English;

3.4 *Unit 4 Writing* (Dutch A804/ Gujarati A814/ Persian A824/ Portuguese A834/ Turkish A844)

Writing	
	Candidates should be able to:
	• demonstrate their ability to communicate in writing Dutch, Gujarati, Persian, Portuguese or Turkish on different topics;
	• express and justify points of view whenever possible;
	• use as wide a range of vocabulary and grammatical structures as possible.

4 Schemes of Assessment

4.1 GCSE Scheme of Assessment

GCSE Dutch, Gujarati, Persian, Portuguese, Turkish J733/4/5/6/7

Unit 1 Listening (Dutch A801/ Gujarati A811/ Persian A821/ Portuguese A831/ Turkish A841)

25% of the total GCSE marks 50 minutes written paper 50 marks	No dictionaries are allowed.
	Candidates are allowed 5 minutes to read the question paper before the recording is played. The listening material lasts up to 45 minutes. Candidates hear all the items twice.
	• All rubrics are in English. • 8 exercises on the paper • 5 of which require non-verbal responses. • Exercises 5 and 7 require short answers in English.
	The material may include instructions, messages, announcements, monologues, dialogues and discussions of varying length. The extracts relate to a variety of topics drawn from the Topic Areas listed in section 2.3.
	Exercises 1 to 3 are targeted at grades e, f, and g. Candidates are required to listen for, identify and note main points and extract some details from short texts containing simple language spoken clearly and deliberately.
	Exercises 4 and 5 contain factual material and points of view, and are targeted at grades d and c. Candidates are required to listen for, identify and note main points and extract details and opinions from language spoken clearly and at near normal speed. There may be some re-phrasing and hesitation.
	Targeted at grades a*, a and b, Exercises 6 to 8 require candidates to listen for, identify and note main points and extract details from longer and more complex language extracts spoken clearly and at normal speed. There may be limited background noise and some re-phrasing and hesitation. Candidates may be required to listen for gist comprehension. They should recognise points of view, attitudes and emotions and be able to draw conclusions from what they hear.
	This unit is externally assessed.

Unit 2 Speaking (Dutch A802/ Gujarati A812/ Persian A822/ Portuguese A832/ Turkish A842)

25% of the total GCSE marks 8-10 minutes oral examination 50 marks	Dictionaries are allowed in the preparation of speaking activities. No dictionaries are allowed during the activities.
	All candidates take part in two role plays and a conversation based on two topics.

Role Play 1 (targeted at grades e, f and g). Candidates carry out five short tasks following instructions in English. Each task is worth 1 mark for successful communication.

Role Play 2 (targeted at grades a* – d). Candidates carry out four tasks following instructions in English. The first two tasks carry two marks for communication. The third and fourth tasks require candidates to express opinions and justifications, and carry up to three marks each.

Conversation (all grades).
All candidates will also cover two conversation topics. For the first conversation topic, candidates may choose to talk about one of the five main topic areas or a specific sub-topic, or another topic of their choosing. Candidates can prepare some material prior to the speaking examination. They can begin the conversation with a short introduction of the prepared topic that must not last longer than 30 seconds.

The second topic is prescribed by OCR and chosen by the examiner (not to be communicated to the candidate until the completion of Topic 1 in the examination room) from a list on the teacher's card. The examiner must ensure that there is no overlap in topic between the candidate's chosen topic and topic 2. The Topic Areas on the cards will be taken from the three Topic Areas NOT being tested in part two of the Writing unit.

Each topic area must be allocated the same amount of time (approx. 3 mins. each). Differentiation is by outcome and up to a maximum of 30 marks are awarded for the two conversations together (see the marking grid in Appendix 3).

Overall linguistic assessment

All elements of the test are assessed for overall linguistic quality, which includes the range and variety of vocabulary, tenses, syntax as well as the ability to apply the grammar of the target language (see the marking grid in Appendix 3).

This unit is externally assessed.

Unit 3 *Reading* (Dutch A803/ Gujarati A813/ Persian A823/ Portuguese A833/ Turkish A843)

25% of the total GCSE marks 1 hour written paper 50 marks	No dictionaries are allowed.

- All rubrics are in English.
- 8 exercises on the paper
- 5 of which require non-verbal responses.
- Exercises 5 and 7 require short answers in English.

The material may include signs, instructions, messages, e-mails, faxes, postcards, letters, internet sources, articles and brochures of varying length. The passages are drawn from a variety of topics taken from the Topic Areas in section 2.3.

Exercises 1 to 3 are targeted at grades e, f, and g. Candidates are required to read texts, identify and note main points and extract some details from short texts containing simple language.

Exercises 4 and 5 contain factual material and points of view, and are targeted at grades c and d. Candidates are required to identify and note main points and extract details and points of view from a variety of texts.

Targeted at grades a*, a and b, Exercises 6 to 8 require candidates to identify and note main points and extract details and points of view from a variety of texts of increasing complexity. They are also required to read for gist. They should recognise points of view, attitudes and emotions and be able to draw conclusions from what they read.

This unit is externally assessed.

Unit 4 *Writing* (Dutch A804/ Gujarati A814/ Persian A824/ Portuguese A834/ Turkish A844)

25% of the total GCSE marks
1 hour written paper
50 marks

No dictionaries are allowed.

Exercise 1. Targeted at grades e, f and g. This exercise requires candidates to write a short piece of continuous writing in the target language by substituting words or phrases into a given template. Candidates are required to communicate certain points and to write as accurately as possible.

Exercise 2. Targeted at grades c and d. There is a choice of two questions. Using sentences, candidates write a letter, e-mail or article of 90 – 100 words, with certain points to communicate. These include familiar topics and experiences including present, past and future events involving the use of different tenses. Candidates are required to express opinions.

Exercise 3. Targeted at grades a*, a and b. There is a choice of two questions. Candidates write an essay, report or article of 140 – 150 words. They are required to communicate certain points. They give factual information, narrate events, and express and justify points of view. They use an appropriate register. Their sentences, whoch often contain a subordinate clause or another verbal construction, have generally accurate spelling and grammar, and a broad range of vocabulary, idiom, tenses and structure.

This unit is externally assessed.

4.2   GCSE (Spoken Language Short Course) Scheme of Assessment

Candidates can take either the short course in Spoken Language or the short course in Written Language.

GCSE Dutch, Gujarati, Persian, Portuguese, Turkish Spoken Language (Short Course) J033/4/5/6/7

Unit 1 Listening (Dutch A801/ Gujarati A811/ Persian A821/ Portuguese A831/ Turkish A841)

50% of the total GCSE (Short Course) marks
50 minutes written paper
50 marks
The content is the same as Unit 1 GCSE course (see section 4.1).

Unit 2 Speaking (Dutch A802/ Gujarati A812/ Persian A822/ Portuguese A832/ Turkish A842)

50% of the total GCSE (Short Course) marks
8-10 minutes oral examination
50 marks
The content is the same as Unit 2 GCSE course (see section 4.1).

4.3   GCSE (Written Language Short Course) Scheme of Assessment

GCSE Dutch, Gujarati, Persian, Portuguese, Turkish Written Language (Short Course) J133/4/5/6/7

Unit 3 *Reading* (Dutch A803/ Gujarati A813/ Persian A823/ Portuguese A833/ Turkish A843)

50% of the total GCSE (Short Course) marks
1 hour written paper
50 marks
The content is the same as Unit 3 GCSE course (see section 4.1).

Unit 4 *Writing* (Dutch A804/ Gujarati A814/ Persian A824/ Portuguese A834/ Turkish A844)

50% of the total GCSE (Short Course) marks
1 hour written paper
50 marks
The content is the same as Unit 4 GCSE course (see section 4.1).

4.4   Entry Options

GCSE candidates must be entered for all 4 units.

GCSE (Spoken Language Short Course) candidates must be entered for Unit 1 and Unit 2.

GCSE (Written Language Short Course) candidates must be entered for Unit 3 and Unit 4.

Candidates must be entered for certification to claim their overall grade. Candidates should be entered under the following certification codes:

OCR GCSE in Dutch – J733

OCR GCSE in Gujarati – J734

OCR GCSE in Persian – J735

OCR GCSE in Portuguese – J736

OCR GCSE in Turkish – J737

OCR GCSE in Dutch Spoken Language (Short Course) – J033

OCR GCSE in Gujarati Spoken Language (Short Course) – J034

OCR GCSE in Persian Spoken Language (Short Course) – J035

OCR GCSE in Portuguese Spoken Language (Short Course) – J036

OCR GCSE in Turkish Spoken Language (Short Course) – J037

OCR GCSE in Dutch Written Language (Short Course) – J133

OCR GCSE in Gujarati Written Language (Short Course) – J134

OCR GCSE in Persian Written Language (Short Course) – J135

OCR GCSE in Portuguese Written Language (Short Course) – J136

OCR GCSE in Turkish Written Language (Short Course) – J137

4.5   Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.6 Assessment Availability

This qualification will first be certified in 2010. All units will be available.

There is one examination series each year, in June.

4.7 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Understand Spoken Language

AO2 Communicate in Speech

AO3 Understand Written Language

AO4 Communicate in Writing

AO weightings – GCSE

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

	% of GCSE				
	AO1	AO2	AO3	AO4	Total
Unit 1 Listening (Dutch A801/, Gujarati A811/ Persian A821/ Portuguese A831/ Turkish A841)	25%				25%
Unit 2 Speaking (Dutch A802/ Gujarati A812/ Persian A822/ Portuguese A832/ Turkish A842)		25%			25%
Unit 3 Reading (Dutch A803/ Gujarati A813/ Persian A823/ Portuguese A833/ Turkish A843)			25%		25%
Unit 4 Writing (Dutch A804/ Gujarati A814/ Persian A824/ Portuguese A834/ Turkish A844)				25%	25%
	25%	25%	25%	25%	100%

AO weightings – GCSE (Short Course)

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grids.

	% of GCSE (Short Course Spoken Language)		Total
	AO1	AO2	
Unit 1 Listening (Dutch A801/, Gujarati A811/ Persian A821/ Portuguese A831/ Turkish A841)	50%	0	50%
Unit 2 Speaking (Dutch A802/ Gujarati A812/ Persian A822/ Portuguese A832/ Turkish A842)	0	50%	50%
	50%	50%	100%

	% of GCSE (Short Course Written Language)		Total
	AO3	AO4	
Unit 3 Reading (Dutch A803/ Gujarati A813/ Persian A823/ Portuguese A833/ Turkish A843)	50%	0	50%
Unit 4 Writing (Dutch A804/ Gujarati A814/ Persian A824/ Portuguese A834/ Turkish A844)	0	50%	50%
	50%	50%	100%

4.8   Quality of Written Communication

Quality of written communication is assessed in *Unit 4 Writing* (Dutch A804/ Gujarati A814/ Persian A824/ Portuguese A834/ Turkish A844)

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;

- present information in a form that suits its purpose;

- use a suitable structure and style of writing.

5   Technical Information

5.1   Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

It is essential that unit entry codes are quoted in all correspondence with OCR. See Section 4.4 for entry codes

5.2   Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

5.3   Unit and Qualification Re-sits

Candidates may re-sit each unit only once before entering for qualification certification for a GCSE or GCSE (Short Course) and must also satisfy the terminal rules in section 6.2.

Candidates may enter for the qualifications an unlimited number of times.

5.4   Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification in: Dutch J733/ Gujarati J734/ Persian J735/ Portuguese J736/ Turkish J737

- GCSE certification in: Dutch J033/ Gujarati J034/ Persian J035/ Portuguese J036/ Turkish J037 Spoken Language (Short Course)

- GCSE certification in Dutch J133/ Gujarati J134 Persian J135/ Portuguese J136/ Turkish J137 Written Language (Short Course)

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2010 in both the full and short courses.

5.5   Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A*-G. Units are awarded a* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 41/50.

GCSE

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
25%	100	90	80	70	60	50	40	30	20	0

GCSE Short Course

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
50%	100	90	80	70	60	50	40	30	20	0

Candidate's uniform marks for each module are aggregated and grades for the specification are generated on the following scale.

Qualification	Qualification Grade							U
	Max UMS	A*	A	B	C	D	E	
GCSE	400	360	320	280	240	200	160	0
GCSE (Short Course)	200	180	160	140	120	100	80	0

Awarding Grades

The written papers will have a total weighting of 100%

A candidate's uniform mark for each paper will be combined to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

5.6   Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

5.7   Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

5.8   Guided Learning Hours

GCSE Dutch/Gujarati/Persian/Portuguese/Turkish requires 120-140 guided learning hours in total.

GCSE (Short Course) Dutch/Gujarati/Persian/Portuguese/Turkish requires 60 -70 guided learning hours in total.

5.9   Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with the current *GCSE, GCE, GNVQ and AEA Code of Practice* as available from the QCA website, and *The Statutory Regulation of External Qualifications 2004*. This specification compares in substance and range to the GCSE subject criteria for Modern Foreign Languages.

5.10   Prohibited Qualifications and Classification Code

Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title Dutch / Gujarati / Persian / Portuguese / Turkish in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification codes for these specifications are 5630 (Dutch), 5970 (Gujarati), 6150 (Persian), 5730 (Portuguese), 6110 (Turkish).

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

5.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in the future.

Candidates with a visual impairment may find this subject difficult to access fully.

5.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6 Other Specification Issues

6.1 Overlap with other Qualifications

There is no overlap between the content of these specifications and those for other qualifications.

6.2 Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

6.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

These specifications can contribute to an understanding of these issues during the study of relevant language topic areas. For example spiritual, moral, ethical, social and cultural issues may arise in the study of all the topic areas listed in section 2.2. Legislative and economic issues could appear in topic areas 2 and 5.

6.4 Sustainable Development, Health and Safety Considerations and European Developments

Consistent with current EU regulations, these specifications necessarily address the issues of Health and Safety considerations, sustainable development and European development as part of the study of relevant Language topic areas.

6.5 Avoidance of Bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

6.6 Language

Whilst the language being assessed is Dutch, Gujarati, Persian, Portuguese or Turkish, this specification is designed for candidates whose native language is English and so English is the carrier language for all parts of the scheme of assessment.

6.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
1	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

6.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Modern Foreign Languages.

The assessment of this course requires candidates to read and respond to texts from ICT based sources. In paper 4 (writing), candidates may be required to draft faxes and emails, but this will be done on the examination paper using pen and ink.

This section offers guidance on ICT opportunities which may or may not contribute to the provision of evidence for IT Key Skills.

ICT Application / Development	Opportunities for Using ICT during the Course

Read ICT based material in the target language.	Find and print out suitable material from CDs, the Internet, Intranet.
Listen to ICT based materials in the target language	Find and listen to suitable material from CDs, MP3s, the Internet and Intranet
Word-process in the target language.	Draft and write at various lengths in the target language.
Proof-read own work.	Improve drafts.
Produce DTP versions of work for publication or display.	Use DTP to enhance work where linguistic quality has been checked.

6.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

It is recognised that the limited level of mastery of a modern foreign language will affect Candidates' performance in all the above activities.

Citizenship Issue	Opportunities for teaching Citizenship during the Course
The importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion	Topic area 4, sub topic b) – Viewing, listening and reading interests
The United Kingdom's relations in Europe, including the European Union	Topics area 5, sub topic c) – Life in other countries
The wider issues and challenges of global interdependence and responsibility, including sustainable development	Topic area 5, sub topic c) – Life in other countries Topic area 5, sub topic d) – Environmental challenges
Express justify and defend orally and in writing a personal opinion about various issues, problems or events	All Topic areas The expression and justification of points of

	view are required throughout the specification.
Contribute to group and exploratory class discussion, and take part in formal debates	The expression and justification of points of view are required throughout the specification.
Use imagination to consider other people's experiences and be able to think about, express and critically evaluate views that are not their own	The expression and justification of points of view are required throughout the specification. The ability to consider other people's experiences and points of view pervades Listening and Reading texts.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade A

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions. They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.

They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.

They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

Grade C

Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.

They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.

They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.

They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.

Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

Appendix B: Task List

The language tasks listed below amplify and illustrate the Topic list in section 2.3.

1 Home Life and Local Area

a) Self, family and friends

- Give and seek general information about family members and friends.

- Complete a form which asks for personal details.

- Describe family members, friends, other persons, self and pets, mentioning their appearance and temperament.

- Describe and understand a typical week day.

- Describe and understand a typical day at the weekend.

– Describe and understand a memorable event involving family and friends.

b) At home

- Give and seek general information about people's homes.

- Describe how household chores are divided up between members of the family.

- Give an account of a period of time spent or will be spent at home.

- Discuss the good and bad points of home and home life.

- Describe and understand possible changes in the home and evaluate the effects these would produce.

- Describe the kind of place and accommodation where you would like to live in the future, giving reasons for your choices.

c) Town and local area

- Give and seek information and opinions about own local area or other places.

- Give an account of an area visited or that will be visited.

- Discuss changes that have been made to the local area and explain views and opinions.

- Suggest possible changes to your local area and evaluate the effects these would produce.

- Compare your town and area with a town and area in a country where the target language is spoken. Give reasons to support opinions.

d) Getting around

- Give and seek directions on how to get to places on foot.

- Give and seek information about the best way to reach a destination by car or by public transport, including how long the journey might take.

- Give and seek information about availability of public transport to a given destination.

- Check whether a course of action is appropriate, for example whether it is the right bus, road, platform or time.

- Give and seek information about times and timetables, including the need to change if necessary.

- Understand information in road, traffic and transport bulletins.

- Use and understand the language associated with buying or reserving tickets.

- Describe and understand an account of a journey, either in the past or still being planned.

- Give an account of preferences for certain forms of transport in a variety of circumstances, giving reasons for those preferences.

2 School, work and money

a) At school or college

- Give and seek general information about people's schools or colleges.

- Give information about subjects studied and about likes and dislikes.

- Give an account of the school/college day.

- Give and seek information about the journey to school/college.

- Express, seek and explain views and opinions about features of school.

- Give an account of a period of time already spent or planned to be spent at school.

- Describe and understand the reasons for liking/disliking school/college, such as the subjects studied, people, atmosphere and degree of freedom.

- Suggest possible changes in the school/college and evaluate the effects these would produce.

- Compare school life here with school life in a country where the target language is spoken. Give reasons to support opinions.

b) Money and part-time jobs

- Give and seek information about any money received, either from work or as pocket money.

- Give and seek information about the kinds of part-time jobs that young people can do to earn money.

- Describe and understand how young people like to spend money, and reasons or opinions about different kinds of spending.

- Explain whether it is right that young people should expect to receive pocket money.

- Discuss whether it is a good idea for young people still at school/college to do part-time jobs to earn money.

c) At work and on work experience

- Give information about any job or work done by the candidate or by the candidate's friends or family.

- Use and understand the language necessary to find out information about a job and to make an application for a job.

- Express, seek and explain views and opinions about aspects of a job such as the hours, pay, conditions and people.

- Use on-the-job language to deal with enquiries, respond to e-mails.

- Discuss the advantages and disadvantages of doing work experience, and give reasons for those opinions.

- Describe and understand the advantages and disadvantages of having a job, considering such aspects as time, money and personal development.

d) Future plans

- Express, seek and explain views and opinions about different types of further education and different types of career.

- Discuss the advantages and disadvantages of different opportunities for further study and of different careers.

- Exchange opinions on the advantages and disadvantages of working abroad

- Describe and understand plans for the future after formal education

3 People and life-style

a) Health and fitness

- Describe what is meant by a healthy life-style.

- Give and seek information about following a healthy life-style, giving reasons for success or failure.

- Discuss whether parents have a healthier life-style than their children.

- Describe and understand the benefits and dangers to health of taking medicines and drugs.

- Describe and understand possible changes in diet and lifestyle patterns and evaluate the effects these would produce.

b) Problems

- Arrange an appointment at the doctor's/dentist's.

- Give and seek information about symptoms, including for how long symptoms have been felt.

- Give and understand information about injuries such as cuts, bruises and broken bones.

- Request and understand instructions for medicines or remedies.

- Give and understand an account of a period of time when someone sustained an injury or was unwell.

- Give and understand an account of an injury: the causes and consequences, and speculating who was to blame.

- Give and understand a description of a road accident and its aftermath: the reasons why the accident happened, how members of the public and emergency services responded.

c) Food and drink

- Give and seek information about dislikes, likes and preferences among foods and drinks.

- Buy food and drink in shops, using appropriate measures of quantity, weight and packaging.

- Give and understand information about what meals are eaten at home, when and who prepares them.

- In a café or restaurant, explain preferences and requirements to the staff, and modify requirements as necessary.

- In a café or restaurant, point out problems or errors and deal with payment.

- Describe and understand what happened on a recent food shopping trip.

- Describe and understand an account of a typical or special meal in the past or being planned.

- Compare the food and drink in one country with the typical diet of other countries.

d) Shopping

- Seek information about different shops, department stores and departments.

- Find out about cost and if there are reductions or special offers.

- Specify requirements, for example colour, size and material, and modify as necessary.

- Use and understand the language associated with rejecting, choosing, confirming and making payment.

- In a shop explain problems or make complaints about an item and request that appropriate action be taken.

- Give an account of a period of time in the shops, either in the past or still being planned.

- Discuss what clothing or other items the candidate might buy if finance permitted, and explain the reasons for the choice.

- Describe and understand the importance of shopping and compare attitudes of others.

- Describe and understand shops and shopping habits in own area and in countries where the target language is spoken, or which the candidate has visited.

4 Leisure and free time

a) Socialising and keeping in touch

- Introduce oneself to and exchange personal information with new contacts.

- Use and understand language associated with arranging to go out with a friend.

- Use and understand the language associated with invitations and suggestions about various activities.

- Explain in an appropriate style why you do or don't want to accept an informal invitation.

- Respond to a wedding, christening or other formal invitation.

- Describe and understand an account of a time spent with a friend, either in the past or still being planned.

b) Celebrations

- Describe what food and drink is needed for a party.

- Give an account of a recent party, giving reasons as to why it was, or was not, a success.

- Give information about cards and presents received on a special occasion.

- Give and seek information about festivals or special events in own area.

- Compare festivals and/or events in own country with festivals and/or events in countries where the target language is spoken.

- Describe and understand a special event or festival in the past, or planned for the future.

c) Sports and other interests

- Give and seek information about people's interests, pastimes and leisure activities in the home and in the town.

- Talk about sports that you like to watch or take part in.

- Describe a sports event that you attended or are planning to attend.

- Describe a sporting hero that you like or dislike.

- Discuss how good leisure facilities are in the local area.

- Suggest possible changes to local free-time facilities and evaluate the effects these would produce.

- Discuss what activities the candidate might pursue or suggest if time, opportunity, or finances permitted.

- Give an account and explanation of how leisure activities are different to those of parents.

- Compare, describe and understand popular sports and hobbies in own country and those in countries where the target language is spoken.

d) Media and entertainment

- Describe a film or TV programme you like or dislike.

- Express views about books, CDs, music performances, etc.

- Express, seek and explain views and opinions about a well-known artist, actor or musician

- Give an account of a period of free time in the past or still being planned.

- Describe and understand the good and bad points of leisure-time activities, performances, and performers etc.

5 Widening horizons

a) Holidays: planning and describing

- Give and seek information about the weather at home and abroad.

- Give and seek information about weather conditions some time in the past or a forecast for a time in the future.

- Discuss what different activities might be possible depending on different weather conditions.

- Describe how adverse weather conditions affected a sports fixture/ travel/ a camping holiday etc.

- Before starting a journey, seek information about possible accommodation requirements including such aspects as availability, cost meals and facilities.

- Give and seek information about different kinds of holiday.

- Give opinions on different kinds of holiday destinations and activities.

- Compare and contrast how the family chooses to spend holidays with what you would like to do.

- Describe a holiday period spent at home.

- Describe and understand a period of time on holiday at home or abroad, either in the past or still being planned.

- Compare and give opinions about the relative merits of holidays in the UK compared with holidays abroad.

b)   Holidays: getting what you need

- On arrival, give and seek information when checking in at accommodation, either having reserved, or asking about availability.

- Accept or refuse as necessary and modify requirements in response to what is possible or available.

- On departure, deal with payment, including pointing out errors where necessary.

- In the post office, bank, or exchange office find out the cost of stamps, sending items, rates of exchange, commission, etc.

- Describe how an item was lost or stolen and how the problem was resolved.

- Explain to someone in authority that something has been lost and describe the appearance of the item, any contents and where and when it was lost.

- When travelling by car when there are mechanical problems briefly outline the problem, describe the location of the car and ask where help can be obtained.

- Describe and understand problems caused by delays to public transport.

c)   Environmental challenges

- Give and seek information and opinions about problems affecting the environment, whether man-made or natural.

- Give and seek information about remedial measures such as conservation and recycling.

- Describe and understand what are the most urgent issues affecting the environment.

- Describe and understand to what extent our life-style harms the environment, and what we can do to improve the situation.

- Describe and understand the problems that global warming will bring, and what we can do to try to reduce the degree of global warming in the long term.

d)   Life in other countries

- Describe and understand a typical day of someone living in a country where the target language is spoken.

- Describe and understand the similarities and differences experienced on a visit to a country where the target language is spoken.

- Compare the daily routine of people living in a country where the target language is spoken with that of the candidate, expressing opinions, preferences, and reasons.

- Research, describe and understand an aspect of cultural or social behaviour– related for example to music, songs, humour, etc. – specific to the target culture

Appendix C: Grammar and Linguistic structures

DUTCH

Contents

PART A - CANDIDATES AIMING TO ACHIEVE UP TO GRADE C
I - VERBS
II - NOUNS
III - ADJECTIVES AND ADVERBS
IV - ARTICLES
V - PRONOUNS
VI - NEGATIVES
VII - NUMBERS, QUANTITY AND TIME VIII PREPOSITIONS
IX - CONJUNCTIONS

PART B - CANDIDATES AIMING TO ACHIEVE ABOVE GRADE C
I - VERBS
II NOUNS
III - CONJUNCTIONS

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list.

All structures and grammar listed for Candidates aiming to achieve up to grade C are also expected of candidates aiming to achieve above grade C.

A   Regular and Special Verbs

1.   common regular, orthography-changing (eg, reizen, kopen), radical-changing (eg, zijn) and irregular verbs (ie strong) (eg, lopen)
2.   reflexive verbs, eg, zich herinneren
3.   impersonal verbs, eg, regenen
4.   separable verbs, eg, binnenlopen
5.   directives, eg pas op, achter uitstappen

B   Voice and Person

a   voice

         active voice
b   person

    1. infinitive replacing second person in polite imperative use, eg, bij de portier melden
    2. differentiation between polite and informal use of second person pronoun, singular and

plural

C   Infinitive Forms
infinitive, including use as a noun

D   Past Participle
common regular and irregular past participles

E   Indicative

1.   present, eg, ik hoop

2.   preterite and imperfect, eg, ik hoopte

3.   perfect with hebben and zijn, eg, ik heb gewacht, ik ben gekomen

4.   future aspect using present tense, eg, ik kom met je mee

F   Conditional
causative use of laten, eg, dat laaat ik doen

II – NOUNS

A   Gender

1.   common gender and neuter

2.   diminutive formation with -je and spelling changes, eg, meisje

B   Singular and Plural

1.   normal-en ending and -s and -eren endings in common words, eg, handen, ooms (and all diminutives), kinderen

2.   spelling changes according to regular phonetic rules, eg, mannen, huizen, namen

3.   vowel changes in the plurals of common words, eg, stadlsteden and all nouns ending in -heid

4.   (R) differentiation of meaning according to the plural form, eg, ldeden, kleren

5.   the use of singular and plural forms of measures, eg, drie jaar, twee minuten

C   Genitive
1.   (R) Genitive use in compounds and to indicate the meaning every or during, eg, stadsbus, 's zomers

III - ADJECTIVES AND ADVERBS

1.   ending in -e when following the definite article of neuter nouns, definite and indefinite articles of common gender nouns and all plurals, eg, het nieuwe huis, een grote stad, nieuwe huizen/steden

2.   no inflection following a noun or preceding a neuter noun with the indefinite or no article, eg, de zon is warm, een nieuw huis, vorig j aar

3.   spelling changes according to regular phonetic rules, eg, lief/lieve

4. comparative and superlative formations with -er and -st, and the irregular forms for goed,

5. veel and weinig

6. used substantively, eg, het beste, de blinden

7. adverbs have the same form as adjectives, but some adverbs are formed with the diminutive of the adjective, eg, netjes. Zachtes

8. the superlative adverb with het, eg, het liefst

IV ARTICLES

1. een, het, de

2. use of definite article for certain locations, eg, de Sintjanskerk and with the independent possessive pronoun, eg, dit is de mijne

3. deletion of the article before nationality or religion, eg, ik ben Engels, katholiek and before profession/occupation, eg, hie is arts/student

V – PRONOUNS

A   Personal Pronouns

1. subject first person

ik, je/u, ze/hij, we, jullie/u, ze (emphatic: jij, wij, zij)

2. object and indirect

me, je/u, haar/hem, ons, jullie/u, ze/hen (emphatic mij, jou)

3. possessive

mijn,je/uw, haar/zijn, ons/onze,jullie/uw(e), hun

4. reflexive

me, je/u, zich, ons, je/u, zich

5. use with personal names, eg, dat is Klaas z'n (zijn) jas

6. (R) spoken form d'r for haar

7. independent usage, eg, dat is de/het mijne, dat is van mij

B   Demonstratives and Indefinites

1. deze, dit

die, dat

elk, ieder

enig, wat

sommlge

iets, niets

alle(s), allen, allemaal iemandlniemand
iedereen

men

2. the use of al and elision with de, eg, al de > alle

3. (R) the genitive adjective following wat, eg, wat interessants

4. (R) the use ofhet/dat before a copula introducing the referent, eg, hetldat zijn aardige mens

---

en

5.   word order in sentences using a demonstrative, eg, dat weet ik niet

C   Relative Pronouns

die, dat

wle

wat

welk(e)

waar

hier/daar/er (adverbial)

ergens (adverbial)

nergens (adverbial)

D   Interrogative Pronouns
Wle

wat

welk

wat voor (een)

hoe

E   The Use of Deze, Dit, Het, Die, Dat, Wat with Prepositions

The use of these pronouns with a preposition requires a conversion of the pronoun to its corresponding adverbial pronoun followed by the preposition: hierop, hierbij, eronder, daarmee (met), daarover, waartussen etc. The adverbial pronoun must be separated from the follbwing preposition where required, eg, waar heb je het mee gedaan? Hier hebben we het over gehad

VI – NEGATIVES

1.   niet

          geen

          nooit (the negative of wel eens rather than ooit)

2.   the position of niet in the sentence, eg, dat is mijn boek niet, hij is niet thuis
3.   the use of geen instead of niet (een), eg, er is geen melk, dat is geen boom and before adjectives, eg, er zijn geen zwarte rozen

A   Numerals

1.   cardinals from zero to milj oenen

          after prepositions, voor zessen (6 o'clock)

          (R) met z'n drieeen

          units precede tens, eg, 136, honderd zes en dertig

          (R) approximations, eg, een week ofvijf

2. ordinals

from eerste to laatste

R) voorlaatste

de hoeveelste is het vandaag?

B **Expressions of Weight, Quantity and Capacity**

gram, ons, kilo, hoeveelheid

tiental, aantal, bedrag, kwantiteit

lengte, breedte, inhoud, liter, kilometer

C **Dates, Days, Time and Frequency**

24 hour clock, kwart over, half, kwart voor, vijf voor/over half

's morgens, 's middags, 's avonds, 's nachts

om tien uur, tegen achten, op woensdag (over een week/over veertien dagen)

om hoe laat?, sinds wanneer?, vanaf... tot

op het ogenblik/dit moment, om de drie weken, af en toe

VIII – PREPOSITIONS

1. op, onder, in, uit, binnen, buiten, met, zonder, voor, achter, boven, onder, van, naar, langs, naast, na, om

2. with pronouns (see above), waar komje vandaan?, waar gaje naartoe?

(R) waar ga je heen?

IX - CONJUNCTIONS

1. co-ordinating conjunctions

en, maar, want, dus, (R) daarom

2. word order after co-ordinating conjunctions (inversion)
subordinating conjunctions
dat, omdat, wanneer, toen, voordat, nadat, of, als, waarom, hoe, waar, wat, die (relative pronoun)
word order in subordinate clauses

Part B - Candidates Aiming to Achieve above Grade C

I – VERBS

A Voice and Person

(R) passive voice

Impersonal idiomatic statements, eg, dat zal we!, dat mag

B   Infinitive Forms

(R) used as imperative, eg, opschieten!

(R) used in a passive sense, eg, dat is niet te geloven

C   Indicative

R) continuous/frequentative present and past tenses using aan het or staan/zitten (etc) te pluperfect with had(den), was/waren

II – NOUNS

A   Singular and Plural

(R) the use of the apostrophe in the plural of nouns ending in certain vowels, eg, piano's

B   The Use of Deze, Dit, Het, Die, Oat, Wat with Prepositions

iets and niets with preposition become ergens/nergens over etc

C   Conditional

causative use of doen, eg, dat laaat ik doen, dat doet me denken

III   CONJUNCTIONS

co-ordinating conjunctions

inmiddels, ondertussen

GUJARATI

Contents

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list.

I – VERBS

A   **ROOT**   દા.ત.   કર   વાંચ   રમ   લખ

B   **TENSE**   ત્રણ સાદા કાળ

1.   **Present, Future and Past** – Inflections for number, person, gender and case

પુરુષ	વર્તમાન કાળ		ભવિષ્ય કાળ		ભૂત કાળ	
	એક વ.	બહુ વ.	એક વ.	બહુ વ.	એક વ.	બહુ વ.
a) પહેલો	હું છું	અમે છીએ	હું હોઇશ	અમે હશું	હું હતો/હતી	અમે હતા
b) બીજો	તું છે	તમે છો	તું હોઇશ	તમે હશો	તું હતો/હતી	તમે હતા/તમે હતાં
c) ત્રીજો	તે છે	તેઓ છે	તે હશે	તેઓ હશે	તે હતો/હતી	તેઓ હતા/તેઓ હતાં

2.   **Auxilliary Verbs** 'To be' of: ' છે ' and ' હો '

     3.   Present tense   છું/છે/છો/છીએ   દા.ત. હું શિક્ષક છું

     4.   Past tense   હતું/હતો/હતી/હતા/હતાં   દા.ત. તેઓ ઘરમાં હતા

     5.   Future tense   હોઇશ/હોઇશું/હશે/હશો/હશું   દા.ત. તેઓ કાલે સુરતમાં હશે

6. Use of auxiliary verbs

દા.ત. નદીમાં પૂર આવ્યાં <u>છે.</u> (' છે ' establishes the verb 'આવ્યાં')

3. **Imperfect Tenses** – Formation by addition of relevant Auxilliary Verbs

(a) Present Imperfect હું કામ કરું છું.

(b) Past Imperfect હું કામ કરતો હતો.

(c) Future Imperfect હું કામ કરતો હોઇશ.

4 **Perfect Tenses** – Formation of addition of relevant Auxilliary Verbs and agreement with number and gender

(a) Present perfect મેં પુસ્તક વાંચી લીધું છે. મેં પુસ્તક વાંચી લીધાં છે.

(b) Past perfect મેં પુસ્તક વાંચી લીધું હતું. મેં પુસ્તક વાંચી લીધાં હતાં.

(c) Future perfect મેં પુસ્તક વાંચી લીધું હશે. મેં પુસ્તક વાંચી લીધાં હશે.

5. **Continuous Tenses**

(a) Present Continuous હું ચાલું છું. અમે ચાલીએ છીએ.

(b) Past Continuous હું ચાલતો હતો. અમે ચાલતા હતા.

(c) Future Continuous કાલે હું ચાલતો હોઇશ. કાલે અમે ચાલતા હોઇશું.

6. **Perfect participles** – Formation by adding 'ઇને '

દા.ત. જોઇને કરીને આવીને રાજુએ આવીને કહ્યું.

Use of present, past and future participles and nouns derived from verbs functioning as participles

દા.ત. તે રમીને ફરવા ગઇ. જા, દોડતો જઇને દૂધ લઇ આવ.

7. **Imperative**

દા.ત. ત્યાં જા. તમારું કામ જલદી કરો.

8. **Negatives**

દા.ત. ન, ના, નથી, નહીં તમે ન આવો. મારી પાસે ફૂતરો નથી.

9. **Compound Verbs**

દા.ત. લઇ આવો/લઇ જાઓ આ પુસ્તક ઘેર લઇ જાઓ.

જોવા લાગ્યા તેઓ પંખીઓ જોવા લાગ્યા.

કરવી જોઇએ	દરરોજ કસરત કરવી જોઇએ.
બોલવું પડશે.	સભામાં તમારે બોલવું પડશે.

II – NOUNS
Usage of Proper, Common, Collective, Material and Abstract Nouns

A **Gender** નર જાતિ નારી જાતિ નાન્યતર જાતિ

B **Singular and Plural** એક વચન બહુ વચન

C **Plurals**

2. Plurals formed by adding '**ઓ**' to the Singular Nouns ending in '**અ,આ,ઇ, ઉ,ઊ** '

દા.ત. ચોપડી - ચોપડીઓ બાળક - બાળકો પશુ - પશુઓ

3. Plurals formed by replacing '**ઓ**' by '**આ** ' in the Singular Nouns ending in '**ઓ**'

દા.ત. ઘોડો - ઘોડા દડો - દડા દરવાજો - દરવાજા

4. Plurals formed by replacing '**ઉ** ' by '**આં** ' in the Singular Nouns ending in '**ઉ** '

દા.ત. છોકરું - છોકરાં ઘેટું - ઘેટાં સસલું - સસલાં

5. Certain Nouns with specific usage of number – Singular Nouns generally treated as plurals

દા.ત. ઘઉં ચણા સમાચાર અછબડા

D **Cases** – Inflectional endings

એ, નો, ની, નું, ના/નાં, થી, માંથી, માં, પર

દા.ત. આ માણસને જુઓ. આ કલમથી લખો. રામને પૈસા આપો.

III – ADJECTIVES AND ADVERBS

A **Adjectives**
Usage of Adjectives – Quantity, Number, Demonstrative, Interrogative, Possessive and Quality.

1 Quantity દા.ત. મને <u>અડધો</u> રતલ બટેટાં જોઇએ છે.

2 Number દા.ત. મને <u>ચાર</u> કેળાં જોઇએ છે.

3 Demonstrative દા.ત. <u>પેલી</u> ટેકરી સુંદર દેખાય છે.

4 Interrogative દા.ત. તમને <u>કયું</u> મકાન પસંદ છે.

5   Possessive   દા.ત.   <u>મારી</u> ચોપડી નથી મળતી.

6   Quality   દા.ત.   આ મકાન <u>સરસ</u> છે.

7   Position of the adjective in a sentence changes the type of adjective.

દા.ત.   આ <u>સારો</u> માણસ છે. (qualifying adjective)

આ માણસ <u>સારો</u> છે. (predicative adjective)

Agreement in gender, number and case

1.   Changing Adjectives

દા.ત.	પુ.	સ્ત્રી	ના.
એક વ.	સારો છોકરો	સારી છોકરી	સારું છોકરું
બહુ વ.	સારા છોકરા	સારી છોકરીઓ	સારાં છોકરાં

2   Unchanging Adjectives

દા.ત.	એક વ.	લાલ ઘોડો	લાલ ગાય	લાલ ફૂલ
	બહુ વ.	લાલ ઘોડા	લાલ ગાયો	લાલ ફૂલો

2.   Adverbs

Usage of adverbs – different types denoting Time, Place Manner, Quantity, Affirmation, Negation, Reason, Interrogative, Certainty and Probability.

1   Time

દા.ત.   **હમણાં** ઠંડી છે.   હું **હમેશાં** ચાલીને આવું છું   **અત્યારે** મારી માતા દુકાને હશે.

2   Place

દા.ત.   દુકાનો **નજીક** છે.   **ત્યાંથી** હું ખરીદી કરીશ.   ઘરની **આસપાસ** દુકાનો છે.

3   Manner

દા.ત.   તમે **ઝડપથી** ચાલો.   તે **ધીમે ધીમે** લખે છે.   તેને **એકદમ** આંચકો આવ્યો.

4   Quantity

દા.ત.   તમે **થોડુંક** જ ખાધું   તેને પરીક્ષામાં **બહુ** ગુણો મળ્યા છે.

5   Affirmation

દા.ત.   **ભલે**, હું તૈયાર રહીશ.   **સારું**, હું આવી શકીશ.

6   Negation

દા.ત.   કમલ જમવા **નહીં** આવે.

7   Reason

દા.ત.   બસ નથી આવી **એટલે** હું મોડી થઇશ.

8   Interrogative

દા.ત.   તમે **કયારે** આવશો ?   તમારે **કયાં** જવું છે ?

9   Certainty

દા.ત.   અમે **જરૂર** આવીશું.   તમે **ખરેખર** સરસ ગાયું.

10   Probability

દા.ત.   હું **કદાચ** ખરીદી કરવા જઇશ.

Formation of adverbs – case forms of current Gujarati words, built up from other parts of speech.

દા.ત. Nouns	ઉતાવળથી	રાતનો/ની/ના	રાતે	આજે
Adjectives	ધીરો/રી/રું	બહુ	સાફ	ધીમે
Pronouns	ત્યાંથી	શાથી	ક્યાંથી	
Verbs	કરીને	ફરી	ફરીથી	

Position of the adverb– immediately before the verb it modifies or is the object of the verb

દા.ત.   તેણે આ કામ **ઉતાવળથી** કરવું.   તેણે **ઉતાવળથી** આ કામ કરવું

Adverbial Phrases

Formation by reduplication

દા.ત. વારંવાર   ઘરઘર   જેવોતેવો   એકાએક   ચાલતાં ચાલતાં

Correlated Adverbs

દા.ત.   જેમજેમ - તેમતેમ   જ્યાંજ્યાં - ત્યાંત્યાં   જ્યારે - ત્યારે

C   Comparison of Adjectives and Adverbs

The Comparative degree

દા.ત.   અજય રાજુ **કરતાં** વધારે ઊંચો છે.   મારા ભાઇ **કરતાં** મારી બહેન હોશિયાર છે.

આ ફૂલ પેલાં ફૂલ **કરતાં** વધુ સુંદર છે.

The Superlative Degree

Gujarati equivalents for 'than all'   સૌ, સૌ કરતાં, સૌથી, સર્વથી, સર્વ કરતાં, બધાથી/બધાંથી

દા.ત.   મારી બહેન અમારામાં **સૌથી** ઊંચી છે.

Superlative Phrases   મોટામાં મોટું, ઓછામાં ઓછું, વધારેમાં વધારે, નજીકમાં નજીક

દા.ત.   મારા રસ્તા પર આ ઘર **મોટામાં મોટું** છે.

IV – QUANTIFIERS

Need to be with agreement in number and gender

થોડું	જરાક જ	ઘણું	ઘણા	પૂરતા	જોઇએ તેટલા
વધું પડતું	એટલું	એવું	આમ	બહુ નહીં તદ્દન	
એટલું બીજું	એટલા બીજા/એટલાં બીજાં		બની શકે તેટલા વધારે		
ઓછું	પૂરું	ખૂબ	બધું	કેટલુંક	

V – INTERROGATIVES

કેટલા/લી/લું	કેટલાં	કેમ	શા માટે	કોનાથી	શું/શી/શા/શો
ક્યાં	ક્યારે	કોણ	કોણે	કોને	કોનું/કોની/કોનો/કોના
ક્યાંથી/શેમાંથી	ક્યાંના	કયામાં/શેમાં	ક્યારથી	કયા/કયો/કઇ/કયું	
કેવી રીતે	શાનાથી				

VI – DEMONSTRATIVES
Agreement with number and gender

આ   તે   તેઓ   પેલી/પેલો/પેલા/પેલું   આવા/આવી/આવો/આવું

તેવું/તેવી/તેવો/તેવા

VII – INDEFINITES

કેટલાક	કઇ	કેટલીક	સર્વે	બધાં	કોઇક	કંઇક/કશુંક

VIII – PRONOUNS

Usage of Personal, Reflexive, Emphatic, Definite / Indefinite, Demonstrative, Interrogative and Relative Pronouns

Subject Personal Pronouns

Pronouns with case endings in agreement with number and gender

First Personal Pronoun ' હું ', Second Personal Pronoun ' તું ' , and Third Personal Pronoun 'તે ', and declension of   'હું, તું અને તે '

એક વચન   બહુ વચન

હું/તું/તે/એ   અમે/તમે/તેઓ

મને/તને/તેને/એને   અમને/તમને/તેઓને

મેં/મારે/તેં/તારે/તેણે/એણે   અમે/અમારે/તમે/તમારે/તેઓએ/એઓએ

મારાથી/તારાથી/તેનાથી/એનાથી   અમારાથી/તમારાથી/તેઓથી

મારો/મારી/મારું/મારા   અમારો/અમારી/અમારું/અમારા

તારો/તારી/તારું/તારા   તમારો/તમારી/તમારું/તમારા

તેનો/તેની/તેનું/તેના/એના   તેમનો/તેઓનો/તેમની/તેઓની/

                                         તેમનું/તેઓનું/તેમના/તેઓના

મારામાં/તારામાં/તેમાં/તેનામાં/એનામાં   અમારામાં/તમારામાં/તેનામાં/તેઓમાં/તેઓનામાં

Sometime **'આપ'** is used to show respect for the person spoken to (આપ, આપને, આપનં, આપનામાં, આપનાથી)

Use of plural forms 'અમે' (to express 'we' as distinct from 'you') and 'આપણે' to express 'I and you' and / or 'we and you'

Declension of 'આપણે'

આપણે   આપણને   આપણાથી   આપણો/આપણી/આપણું/આપણા   આપણામાં

Reflexive / Emphatic Pronouns

Self - પોતે

એક વચન	બહુ વચન
હું પોતે, હું જાતે	અમે પોતે, અમે જાતે, અમારી જાતે
તું પોતે, તું જાતે	તમે પોતે, તમે જાતે, તમારી જાતે
તે પોતે, તે જાતે	તેઓ પોતે, તેઓ જાતે, તેમની/તેઓની જાતે
	આપણી પોતે, આપણે જાતે, આપણી જાતે,

Declension of 'હું પોતે, તું પોતે,' and 'તે પોતે'

મારા પોતાથી   તારા પોતાથી   તેના પોતાથી

મારો પોતાનો   તારો પોતાનો   તેનો પોતાનો

દા ત.

મેં મારો પોતાનો ઓરડો સાફ કર્યો   મેં પોતે જ ઓરડો સાફ કર્યો

તેં તારો પોતાનો ઓરડો સાફ કર્યો   તેં પોતે જ ઓરડો સાફ કર્યો

તેણે તેનો પોતાનો ઓરડો સાફ કર્યો   તેણે પોતે જ ઓરડો સાફ કર્યો

Definite pronouns દા. ત. આ તે

Indefinate Pronouns દા. ત. કોઇક દરેક અમુક

Demonstrative Pronouns દા.ત. આ આ બધાં તે તે બધાં

Interrogative Pronouns દા.ત. કોણ (used for persons)

શું (used for things)

તે કોણ છે ? તેને શું જોઇએ છે? તમે શું કરો છો? તમે કોણ છો ?

Relative Pronouns દા.ત. જે/તે જેવું/તેવું જેવડું/તેવડું જેટલું/તેટલું

IX – NUMBER, QUANTITY AND TIME

All cardinal Numbers એક બે ત્રણ ચાર ....

Ordinal numbers
Agreement with gender પહેલો/લી/લું બીજો/જી/જું ....

Fractions
Agreement in number and gender with noun possessed
પા અડધો/ધી/ધું પોણો/ણી/ણું આખો/ખી/ખું સવા દોઢ અઢી

સવાસો દોઢસો અઢીસો સાડાનવસો......

X – DATES AND TIME

Day, Month and Year ૨૦ ઓકટોબર ૨૦૧૦

Years દા.ત. બે હજાર ને દસ ૨૦૧૦ accepted in written Examination

Time of Day

O'clock, quarter past, half past, quarter to
દા.ત. એક (વાગ્યો છે) બે (વાગ્યા છે) સવા દોઢ

પોણો   સવાબે   અઢી   પોણા ત્રણ   સાડા ત્રણ

At O'clock, Minutes Past, Minutes To

દા.ત.   એક વાગે   પાંચને દસે   પાંચમાં દસે

A.M. and P.M.

દા.ત.   સવારે દસ વાગે   રાત્રે દસ વાગે   બપોરે બે વાગે

Point in Time

દા.ત.   આ મહિને   ગઇ કાલે   સવારે

XI – PREPOSITIONS AND PREPOSTITIONAL PHRASES

As listed in vocabulary   દા.ત.   માટે (રામ માટે)   અંદર   (ઓરડાની અંદર)

બહાર (ઘર બહાર)   પાછળ (ઘરની પાછળ)   તરફ (ગામ તરફ)

-ના પછી (રવિવારના પછી)   -ના વગર (તેના વગર)   -ના બદલે (ચાના બદલે)

-ની સાથે (દૂધની સાથે)   -ની નીચે (ઝાડની નીચે)

XII – CONJUNCTIONS

As listed in vocabulary   દા.ત.   ને, અને, કારણ કે, તેથી, કેમ કે, અથવા, પણ, પરંતુ, નહિ તો, નહિતર, કે, જો, તો કાં તો, તેથી.

XIII – INTERJECTIONS

દા.ત.   આહા   અહો   અરે   અરેરે   હાય રે

ઓ મા   બાપ રે   સરસ   શાબાશ   વાહ

હા   હજી   વારુ   ભલે   ઠીક

નારે   ના ના   નહીં   એય   અલ્યા

જો તો

GRAMMAR AND STRUCTURES - PERSIAN

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list at the highest level, although this knowledge would not be tested.

The list is divided into two sections corresponding to the requirements for grades G-C (Section 1) and for grades B-A* (Section 2). All structures required for Section 1 are also expected of Section 2 candidates.

SECTION 1

I - VERB
A - INFINITIVE

Simple verbs, e.g.   خوردن؛ دیدن

Compound verbs, e.g.   حرف زدن؛ تلفن کردن

Regular verbs, e.g.   خوردن (خور)؛ خریدن (خر)

Irregular verbs, e.g.   رفتن (رو)؛ دیدن (بین)

Present stem

Past stem

Past participle, e.g.   رفته؛ دیده

Used as gerund, e.g.   از دیدنتان خوش‌حالم.

B - INDICATIVE

1   Present simple   می‌خورم

2   Present continuous   (دارم) می‌خورم

3   Present perfect   خورده‌ام

4   Past simple   خوردم

5   Past continuous   (داشتم) می‌خوردم

6   Past perfect   خورده بودم

7   Future simple   خواهم خورد

e.g.   نشسته‌ام. (I am sitting.)

ایستاده است. (S/he is standing.)

روی تخت دراز کشیده است. (S/he is lying on the bed.)

پوشیده‌ایم. ... (We are wearing ...)

SECTION 2

Short infinitive, e.g.   خرید؛ رفت و آمد

Present participle, e.g.   دوان؛ درخشان

8   Past narrative   زندگی می‌کرده است.

C - VERBS OF STATE
Expressed in different tenses in
Persian and English

SECTION 1

باید (must); شاید (might); شدن (to be possible);
توانستن (to be able); بودن (to be); خواستن (to want)

Passive infinitives formed with شدن (to become)

e.g. بسته شدن (to be closed)

1 Possible, present/future

اگر او را ببینم، به او می‌گویم. اگر او را دیدی، به او بگو.

2 Impossible, present

اگر می‌توانستم، می‌آمدم.

3 Impossible, past

اگر او را می‌دیدم / دیده بودم ...

1 Addressing second person(s), e.g. بیا. (Come.)

2 Addressing third person(s), e.g.
بیاد. (Let him/her come.)

3 Addressing all (including speaker), e.g.
بریم. (Let's go.)

With derivatives of هیچ (none):
هیچ‌وقت (never); هیچ‌چیز (nothing), etc.

SECTION 2

D - AUXILIARY VERBS

E - PASSIVE VOICE

F - CONDITIONALS

4 Possible, past

اگر او را دیده باشی ...

5 Actual, present

اگر می‌دانی، چرا نمی‌گویی؟

6 Actual, past

اگر عکس‌ها را آورده‌ای، آن‌ها را به ما نشان بده.

G - IMPERATIVE

H - NEGATIVES

With تا (unless, until):

تا شما نیایید، من نمی‌روم.
(I shall not go unless you come.)

SECTION 1

Yes/no questions
Wh-questions

Present:
After auxiliary verbs
After main verbs
After conjunctions:
تا (by the time; until)
که / تا (so that; in order to)
قبل / پیش از این که / آن که (before)
بدون این که (without)
به جای این که (instead of)

Verbs:

رساندن	رسیدن
خواباندن	خوابیدن
گذراندن	گذشتن

I - INTERROGATIVE FORMS

J - SUBJUNCTIVE FORMS

K - CAUSATIVE

L - EXPRESSING WISHES

SECTION 2

With آیا (Question marker)

After conjunctions:
مگر این که (unless)
غیر از این که / جز این که (except)
به شرطی که (provided that)
مبادا / نکند (lest; for fear that)
In causative sentences, e.g.:
داده‌ام کامپیوترم را تعمیر کنند.
(I am having my computer repaired.)

Past:
باید او را دیده باشید. (You must have seen him.) vs
باید او را می‌دیدید. (You should have seen him.)

Sentence:
هفته‌ی پیش دادم کامپیوترم را تعمیر کردند.
(I had my computer repaired last week.)
می‌خواهم بدهم کامپیوترم را تعمیر کنند.
(I'm going to have my computer repaired.)

ای کاش می‌توانستم. (I wish I could.)

SECTION 1	SECTION 2

II - NOUNS

Formation of nouns with suffixes

Verbal nouns (gerunds)

Simple and compound nouns

Abstract nouns & concrete nouns

Ezafe used as a possessive / genitive link

Ezafe used as an adjectival link

Ezafe used as a preposition maker

Plural markers (Persian)

Ezafe used to express distance from, e.g.

در ۵ کیلومتری تهران

Arabic plural forms used in Persian, e.g.

حیوان/ حیوانات؛ نوع/ انواع؛ علم/ علوم؛ وسیله/ وسایل؛ خلیفه/ خلفا

Diminutives, e.g.

پسر/ پسرک؛ باغ/ باغچه

III - ADJECTIVES

Simple adjectives

Demonstrative adjectives

Interrogative adjectives

Adjectives of colour

Position of adjectives

Used as adverbs

Used as nouns

Compound adjectives, e.g.

سنگ‌دل؛ بداخلاق؛ سربلند؛ بی‌کار؛ تندرو؛ پول‌دار

SECTION 1

Simple adverbs (frequency, manner)
Adverbial expressions of time
Adverbial expressions of place
Position of adverbs

Regular comparative forms
Irregular forms, e.g. بهتر (better)

از = than

All - including irregulars, e.g. بهترین (best)

Definite - including use of را (definite, direct
object marker)
Indefinite
Partitive, e.g. تمام؛ بعضی از

General
Emphatic (کتاب خودم)

e.g. همه؛ تمام؛ فلان؛ سایر؛ بعضی؛ کم، کمی؛
اندک، اندکی؛ بسیار، بسیاری

SECTION 2

IV - ADVERBS

Compound adverbs, e.g.
بهسختی، بهتدریج، کمکم، رفتهرفته

V - COMPARISON OF ADJECTIVES & ADVERBS

تا = than
در بیمارستان، بیشتر دکتر بود تا بیمار!

VI - SUPERLATIVE ADJECTIVES & ADVERBS

VII - ARTICLES

VIII - POSSESSIVES

Unmarked: خود (own):
کتاب خود را برداشت و رفت.

IX - INDEFINITE ADJECTIVES, NOUNS AND PRONOUNS

SECTION 1

X - PRONOUNS

Subject personal pronouns
Object personal pronouns
Omission of را + inversion of object and verb, e.g. .دیدمش

Reflexive pronouns
Possessive pronouns
Interrogative pronouns

XI - NUMBERS, QUANTITY AND TIME
A - NUMBERS

All cardinal & ordinal numbers
Fractions, decimals
Percentage
Recurring numerals:

هفته‌ای یک بار (once a week)

هر دو ماه یک بار (once every two months)

یک روز در میان (every other day)

سه ساعت به سه ساعت (every three hours)

Approximate numbers:

دو سه روز (two or three days)

Classifiers used with numbers:

سه تا بچه (three children)

سه نفر زن (three women)

یک دست کت و شلوار (a suit)

هشت دانه تخم مرغ (eight eggs)

SECTION 2

Addition
Division
Multiplication
Subtraction

Classifiers used with numbers:

چهار عدد قلم (four pens)

پنج جلد کتاب (five books)

ده فروند هواپیما (ten aeroplanes)

دویست دستگاه آپارتمان
(two hundred flats)

سه قبضه تفنگ (three rifles)

SECTION 1		SECTION 2
	B - MEASURES	
Length, width, height		
Distance, weight		
	C - QUANTIFIERS	
e.g. چند؛ چندین؛ تعدادی؛ مقداری		
	D - DATES AND TIME	
Telling the time		24-hour clock
Days of the week		
Months of the year		
Seasons of the year		
Expressing age		
	XII - PREPOSITIONS & **PREPOSITIONAL PHRASES**	
e.g. روی، در کنارِ؛ در طرفِ چپِ		
	XIII - CONJUNCTIONS	
e.g. تا / که، چون، اگر، مگر، هر وقت		
	XIV - INTERJECTIONS	
e.g. آفرین، به‌به، حیف، راستی		
	XV - COLLOCATIONS	
Verb/noun/adjective + preposition		noun + noun, e.g.: تسکینِ درد (pain relief)
e.g.: از ... راضی بودن (to be happy with …)		noun + adjective, e.g.
		عواقب وخیم (grave/dire consequences)

SECTION 1

XVI - SENTENCE

SECTION 2

Simple
Compound

Complex:
Adjectival clauses, e.g.

مردی که تلفن کرد عموی من است.

Adverbial clauses, e.g.

وقتی که تلفن کرد داشتم شام می‌خوردم.

Noun clauses, e.g.

از این‌که من را به مهمانی‌ات دعوت کردی ممنونم.

XVII - REPORTED SPEECH

(Person and) tense unchanged, e.g.

گفت امشب خسته‌ام، نمی‌تونم بیام.

XVIII - PRONUNCIATION & INTONATION

Persian phonological system:
Focus on sounds and sound distributions
unfamiliar to English speakers.
Persian syllable structure
Word stress
Sentence stress
Contrastive stress
Rising tone in yes/no questions
Falling tone in statements and wh-questions
Tashdid: double consonant (gemination) in
Persian

Prosodic features of Persian:
Pitch movements:
Falling: دیروز دیدمش.

Rising: راستی؟

Flat: ... از شوخی گذشته

Rhythm:
Syllable-timed:

اگه هوا خنک بشه می‌ریم بیرون.

Stress-timed:

این کلمه چه معنی می‌ده؟

XIX - GRAMMAR OF COMMUNICATION
Rules governing the production (and perception) of socially and culturally appropriate language

1   Polite forms:

Pronouns, e.g.

تو / شما

او / ایشان

Use of titles, e.g.

آقای (Mr); خانم (Ms); دکتر (Dr);

مهندس (Engineer)

Honorific verbs, e.g.

تشریف آوردن (to come)

عرض کردن (humbly to say)

فرمودن (to say)

Honorific nouns & adjectives, e.g.

جناب (Excellency)

جناب عالی (you)

عالی‌جناب (Your Excellency)

2   Polite formulas/rituals: taʿārof
(used by hosts & guests)

e.g. بفرمایید. میوه میل کنید.

e.g. چرا این‌قدر تعارف می‌کنید؟
قابلی نداره. قابل شما نیست.

PORTUGUESE

Contents

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list.

All structures and grammar listed for candidates aiming to achieve up to grade C are also expected of candidates aiming to achieve above grade C.

Note: (R)   = receptive use only

Part A - Candidates Aiming to Achieve up to Grade C

I - VERBS

A   Regular and Special Verbs

1.   all the verbs included in the Vocabulary Lists

2.   reflexive verbs, where applicable, eg, sentar-se, levantar-se

3.   progressive with estar, andar, ir, vir

4.   common idiomatic expressions with ter, haver and other verbs used periphrastically, eg, tem de estudar

5.   verbs followed by an infinitive (with or without a preposition) eg, quero corner

B   Voice and Person

a)   voice

active voice
R) passive voice

b)   person

first and third person endings, singular and plural second person, using third person verb

ending, singular and plural; eg, voce gosta, voces gostam

(R) second person singular, eg, tu gostas

(R) omission of subject denotator, eg, gosta, gostas, gostam

C Infinitive Forms

infinitive

(R) inflected or personal infinitive

D Past Participle

common regular and irregular past participles

(R) past participle in the passive voice

E Gerund

F Indicative

1. present

2. preteri te

(R) imperfect

(R) reported speech, eg, disse que comprava

3. periphrastic forms with ir, vir, haver de, instead of the future, eg, vou comprar, hei de comprar

4. (R) imperfect and periphrastic haver de, instead of conditional, eg, gostava, comprava, havia de comprar

G Commands

1. command and request fonns using third person present subjunctive, singular and plural, eg, venha, sirvam-se

2. (R) commands and requests using imperative second person singular, eg, olha

H Subjunctive

1. (R) present in common expressions, eg, espero que nao chova

2. (R) future of verbs listed in common expressions, eg, quando chegarem, se puder

3. (R) imperfect of verbs listed in common expressions, eg se pudesse

4. (R) perfect subjunctive with ter, eg, espero que tenha chegado

II – NOUNS

A Gender

1. gender of all nouns listed in the vocabulary list

2. gender endings of all nouns listed in the vocabulary list

3. (R) common feminine and masculine diminutives and augmentatives, eg, paozinho, casarao

4. alternative meanings of common nouns depending on gender, eg, a caixa - o caixa

5. masculine verbal noun, eg, o trabalhar

B   Singular and Plural

1.   plural of all nouns listed and referred to in the Introduction and, where applicable, their feminine equivalents

2.   change of stressed closed to open vowel, eg, ovos

3.   plural of noun+de+noun, eg, quartos de casal

4.   plural of common compound nouns, diminutives and augmentatives , eg, couves-flores, guarda-chuvas, paezinhos, cafezinhos

5.   masculine plural covering both genders, eg, os filhos

6.   feminine plural including both genders, eg, as crianyas

III - ADJECTIVES AND ADVERBS

A   Formation and Position of Adjectives and Adverbs

1.   adjectives and past participles used adjectivally:

    (a)   agreement in gender, eg, casaco branco

        (i)   gender endings of all adjectives listed and referred to in the Introduction.

        (ii)   change of stressed closed to open vowel, eg, novo, nova

    (b)   agreement in number, eg, casacos brancos

        (i)   plural endings of all adjectives listed and referred to in the Introduction, including, where applicable, their feminine forms

        (ii)   change of stressed closed to open vowel, eg, novos

    (c)   position of adjectives

    noun + adjective

    Common exceptions, eg, bom dia

2.   adverbs

    (a)   everyday usage, eg, bem, mal, devagar, assim

    (b)   formation with -mente, eg, igualmente

    (c)   common adverbial phrases, eg, de repente, de novo

    (d)   position of adverbs

B   Comparatives and Superlatives

1.   tao ... como; tao ... quanto; mais ... do que; menos ... do que

2.   muito ...; pouco ...

    (R) -issimo/a/os/as

    facilimo, dificilimo

3.   o mais ...; o menos ...

4.   irregular comparatives and superlatives including maior, menor,

    melhor, pior

    (R) superior, inferior, maximo, minimo

C   Intensifiers and Emphatic Expressions

common examples: ainda, claro, mesmo, pois nao, tamb611, apenas, bastante, com certeza, demais, imenso, naturalmente, ora, proprio

IV – ARTICLES

1. definite: 0, a, os,
as agreement with noun

2. indefinite: urn, uma, uns, umas
agreement with noun

3. additional use of definite article

    (a) with a toponym or name of country, eg, o Porto, o Brasil

    (b) with name of a person, eg, a Ana

    (c) with possessive, eg, 0 meu passaporte

    (d) with nouns used in a general sense, eg, a frota esta cara

    (e) other uses of article, eg, 5 euros 0 quilo

4. omission of indefinite article before noun denoting

    (a) origin, eg, sou inglcs

    (b) profession, occupation, eg, sou estudante

    (c) possession, eg, tern carro

    (d) marital status, eg, ela e casada

    (e) affiliation, religion, eg, ele e catolico

V - PRONOUNS

A   Personal Pronouns

1. subject personal pronouns

    (a) first person: eu - nos
        second person: tu II voce II o sr I a sra - voces II os srs I as sras
        third person: ele/ela - eles/elas

    (b) definite article + proper noun for second person, eg, o Joao

    (c) other common second person denotators, eg, o pai

2. direct and indirect person pronouns

    (a) me - nos; te - (R)vos; o/a II voce - os/as II voces; lhe -lhes

    (b) with preposition, eg, para: para mim; ti; si; para voce; 0 sr/a sra; ele/ela; o/a+
        proper noun
        respective plurals

    (c) with preposition com:
        comigo; contigo; consigo

corn voce; 0 sr/a sra; ele/ela; o/a + proper noun

respective plurals

(d)   (R) indirect object pronoun instead of possessive, eg, roubaram-lhe a carteira

3.   reflexives
me; te; se; nos

4.   position of direct and indirect pronouns, including reflexives after the verb, hyphenated

before the verb

B   Demonstratives and Indefinites

isto, isso, aquilo

cada

tudo

nada

alguem, ninguem

este, esse, aquele

o mesmo, o outro

algum, nenhum

todo

tanto

varios

agreement

used adjectivally

C   **Possessives**

1.   first person: (o)meu(s); (a)minha(s); (os)nosso(s); (as)nossa(s)
second person: (o)teu(s); (a)tua(s); (o)seu(s); (a)sua(s)
third person: (o)seu(s); (a)sua(s)
used adjectivally

2.   possession expressed with de ...
dele/dela; de voce II do sr/da sra II do/a + (proper) noun
respective plurals

3.   omission of possessive, eg, lavar as maos

D   **Relatives**

1.   que, quem
(R) cujo, quanto

2.   word order

VI-INTERROGATIVES

1.   questions
(a)   with same word order as in statement, eg, A praia fica longe? with

(b)   with e que, eg, Quando e que 0 bareo parte?

(c)   With an interrogative pronoun or adjective, eg,

        0 que?

        (0) que e isto?

        Quais prefere?

        Que sapatos prefere?

        De quem e a mala?

        Com quem vai?

        Quanto custa?

        Qual e 0 seu?

(d)   which start with a different question-word, eg, Como se chama?

2.   question and reiterative reply, eg, E perto? E.

VII- NEGATIVES

1.   nao for 'no'
nao for a verb in the negative, eg, Nao tenho
nunea, nem ... nem

2.   (R) double negatives:

     nao .,. nada

     nao ... nenhum

     nao ... ninguem
nao ... nunea

3.   word order in negative sentences, eg, Ela nao se ehama Rita

VIII - NUMBERS, QUANTITY AND TIME

A   Numerals

1.   cardinals

     from 'zero' to 'milhoes'

     mais de, menos de

     agreements where applicable

2.   ordinals

     from 'primeiro/a' to 'vigesimo/a'

     ultimo/a

     (R) penultimo/a

     agreements

3.   proportional

     duplo

     dobro

     mew

     metade

     um ten;o

     um quarto

4. collective

par

dezena,decada

duzia

centena

milhar

5. position of ordinals

ordinal + noun, eg, terceiro andar

B Expressions of Weight, Quantity and Capacity

duzia

metade

um quarto

meia dose

urn par

duzentos gram as

urn litro de uma garrafa de

(R) dezena, quinzena, centena, milhar

(R) urn ter90, dobro, demasiado, a mais, a menos

basic measurements and distance

eg, meio metro

dez quil6metros
a quinze quil6metros

C Dates, Days, Time and Frequency

Including months

days of the week

oito dias, quinze dias

Primavera, Verao, Outono, Invemo,

12 hour clock and 24 hour clock reading

(R) zero horas

da manha, da tarde, da noite ontem a noite,

amanha de manha

hoje, logo a tarde, logo a noite

dentro de, daqui a

ha

(R)ha (main verb in the Present) ego estou aqui ha 5 minutos

(R)ha (verb in the Preterite) ego cheguei ha15 duias

(R)anteontem, de hoje a

antes, depois

proximo, qu~ vem, passado

anterior, seguinte

sempre, nunca

vez, as vezes, muitas vezes, poucas vezes

(R)de tres em tres horas

IX - PREPOSITIONS

1.   de, em, a, com, sem, ate, por, entre, contra, desde

2.   contracted forms:

   (a) with definite article, eg, ao, da, no, pelo

   (b) (R) with indefinite article, eg, numa

   (c) with other words, eg, disto, daqui, donde,

3.   (R)other commonly used prepositional phrases, eg, ao lado de, ao pe de, etc.

X - CONJUNCTIONS

1.   co-ordinating conjunctions

   e, ou, mas, tambem, nem, pm'tanto

   (R) por isso, pm'em, contudo, nao s6 ... mas tambem

   and other commonly used conjunctions

2.   subordinating conjunctions

   que, pm'que, pois, se, quando, como
   word order in subordinate clauses

Part B - Candidates Aiming to Achieve above Grade C

I – VERBS

A   **Voice and Person**

person

(a) undefined subject, using third person verb ending + no subject denotator, eg, disseram-me

(b) (R) third person conjugated reflexively instead of the passive voice, eg, fala-se in~les, aceitam-se cheques

B   **Infinitive Forms**
(R) used as a noun, eg, o trabalhar

C   **Indicative**

Perfect with ter, eg, tenho estado

Future

(R) future in pronominal and reflexive conjugations, eg, lavar-se-a

pluperfect with ter and (R) with haver, eg, tinha comprado, havia visto

II – PRONOUNS

A   Personal Pronouns

1.   direct and indirect personal pronouns

        contracted   forms, eg, mo(s)
                    B

        (R)   contracted forms, eg, no-las(s)

2.   position

        compra-lo(s), vende-la(s), compram-na(s)

        (R) intercalated, compra-lo-ei, vende-la-ia

B   **Demonstratives and Indefinites**

algo, certo, cada, diverso

qualquer, quaisquer

tal, tais

(R) um tao, um tal

C   **Possessives**

Vosso

D   **Relatives**

1.   o qual, os quais

2.   common idiomatic expressions, eg, foi isto que, fui eu quem, foi ele

        quem me disse

III – NEGATIVES

(R) nao lhas comprou

IV – NUMBERS, QUANTITY AND TIME

A   **Numerals**

1.   any cardinal numbers not listed in section a

2.   ordinals in common use form 'vigesimo primeiro/a' onwards

B   **Dates, Days, Time and Frequency**

da madrugada

common adjectives derived from seasons, eg, primaveril

(R) Estio

vespera

VI – PREPOSITIONS

contracted forms:

noutro

(R) a + personal infinitive, eg, ao sairmos

VII- CONJUNCTIONS

1.   co-ordinating conjunctions

     Quer. . . quer

2.   subordinating conjunctions

     para que; embora; enquanto; logo que; desde que; bem como; a nao ser que; ja que; mesmo que; con tanto que; visto que; ainda que; posto que; apesar de que; de maneira que; talvez que

     (R) por + adj + que

3.   use of subjunctive in subordinate clauses, eg logo que for possivel word order in more complex subordinate clauses

TURKISH

Contents

The list of structures and grammar is provided in order to give a clear indication of the grammatical knowledge expected of candidates in the examination. It is not intended to be restrictive and able pupils should be encouraged to progress beyond the list.

All structures and grammar listed for Candidates aiming to achieve up to grade C are also expected of candidates aiming to achieve above grade C.

I - NOUNS

A İSİM ÇEŞİTLERİ

6. Proper Noun - Özel ad: İstanbul, Kemal....

7. Common Noun – Tür adı: İnsan ,hayvan, bitki....

8. Concrete Noun - Soyut ad: Masa, kız....

9. Abstract Noun – Somut ad: Bağımsızlık, özgürlük...

10. Singular Noun - Tekil ad: Kalem, dolap...

11. Plural Noun - oğul ad: Kuzular, bebekler...

B CASE – AD DURUMU

1. Nominative – Yalın Durum: ev

2. Accusative – Belirtme durumu: evi

3. Dative- Yöneltme durumu: eve

4. Locative- Kalma durumu: evde

5. Ablative- Çıkma durumu: evden

6. Genitive- Tamlayan durumu: Kedi masanın altında

C Yapılarına göre adlar

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1. Simple noun- Yalın ad: Oda, kitap
2. Derived noun- Türemiş ad: Başlık, başkanlık
3. Compound noun- Bileşik ad: Balıkadam, devetabanı

II - PRONOUNS- ADIL (ZAMİR)

1. Personal pronoun- Kişi adılı: Ben,sen ,o.....
2. Reflective pronoun- Dönüşlü adıl: Kendi, kendin....
3. Demonstrative pronoun- Gösterme adılı: Bu, şu, bunlar....
4. Indefinite pronoun- Belgisiz adıl: Kimseye, hiçbirine....
5. Interrogative pronoun- Soru adılı: Kim, ne, nereye....

Adıl gibi kullanılan ekler:

1. Possessive suffix- İyelik eki: Benim, kitabınızı....
2. Personal ending- Kişi eki: Geldim, gelmişim, gideyim, gitsin....
3. Pronominal suffix- İlgi eki: Ondaki, seninki....

III - ADJECTIVES– ÖNAD (SIFAT)

1. Qualificative adjective – Niteleme önadı: Uzun, kısa, zengin....
2. Determinative adjective – Belirtme önadları
    Demonstrative adjective – Gösterme önadı: Bu, şu, o....
    Interrogative adjective – Soru önadı: Kaç, ne kadar, hangi....
    Numeral adjective – Sayı önadı: İki, birer, birinci, yüzde bir....
    Indefinite adjective – Belgisiz önad: Birçok, birkaç...

Yapılarına göre önadlar:

1. Simple adjective – Yalın önad: Beyaz, uzun....
2. Compound adjective – Bileşik önad: Yurtsever, zeytinyağlı....
3. Derived adjective – Türemiş önad: Kuvvetli, çalışkan....
4. Intensive adjective – Pekiştirmeli önad: Bembeyaz, kıpkırmızı, beyaz beyaz....

IV - ADVERBS – BELİRTEÇ (ZARF)

1. Adverb of time – Zaman belirteci: Bugün, yazın....
2. Adverb of place – Yer belirteci: İleri, dışarı....
3. Adverb of quantity – Ölçü belirteci: Az, çok...
4. Eşitlik belirteci: Ben de o kadar zenginim.
5. Üstünlük belirteci: Ben daha zenginim.
6. En üstünlük belirteci: Sınıfın en çalışkan öğrencisidir.
7. Adverb of quality – Niteleme belirteci: İstemeye istemeye uyudu. Tertemiz, mutlaka....

8. Interrogative adverb – Soru belirteci: Niçin, neden....

Yapılanlara göre belirteçler:

1. Simple adverb – Yalın belirteç: İyi, dün....
2. Bileşik belirteç: akşamüstü, ilkönce....
3. Öbekleşmiş belirteç: Sabah sabah, yarın akşam....
4. Derived adverb – Türemiş belirteç: İlkin, sabahleyin....

V - PARTICLES – İLGEÇ : Gibi, için, kadar, ile,- a ait, -a doğru, - e göre,- ın için, -den başka....

CONJUCTION – BAĞLAÇ

Aksi halde, yoksa, ama, ayrıca, üstelik, dahi, bu nedenle, çünkü, demek ki, eğer, oysa, halbuki,veya, yine de, ki, hem....hemde, ne....ne, de...de, ya....ya, ve....

INTERJECTION – ÜNLEM

Aferin! Ah! Ay! Aman! Eyvah! Haydi! Eh! Yok Canım! Yaşasın! Yazık! Vah! Yahu! Sakın!

VI - VERBS
CONJUGATION – EYLEM ÇEKİMİ

INDICATIVE – BİLDİRME KİPLERİ

1. Past definite – Belirli geçmiş zaman: Aldım....
2. Past indefinite – Belirsiz geşmiş zaman: Almışım....
3. Present continuous – Şimdiki zaman: Alıyorum....
4. Aorist- Geniş zaman: Alırım....
5. Future- Gelecek zaman: Alacağım....

SUBJUNCTIVE – İSTEME KİPLERİ

1. Optative - İstek kipi: Alayım....
2. Desirerative – Dilek koşul kipi: Alsam....
3. Necessitative – Gereklilik kipi: Almalıyım....
4. Imperative – Emir kipi: Alsın.almalısın....

COMPOUND TENSE – BİLEŞİK ZAMAN
1. Imperfect – hikaye bileşik zaman:
2. Belirli geçmiş zaman kipiyle yapılan hikaye bileşik zaman: Geldiydim...
3. Belirsiz zaman kipiyle yapılan hikaye bileşik zaman: Gelmiştim....
4. Şimdiki zaman kipiyle yapılan hikaye bileşik zaman: Geliyordum....

5. Geniş zaman kipiyle yapılan hikaye bileşik zaman: Gelirdim....
6. Gelecek zaman kipiyle yapılan hikaye bileşik zaman: Gelecektim....
7. İstek kipiyle yapılan hikaye bileşik zaman: Geleydim....
8. Dilek koşul kipiyle yapılan hikaye bileşik zaman: Gelseydim....
9. Gereklilik kipiyle yapılan hikaye bileşik zaman: Gelmeliydim...

VII CONDITIONAL – KOŞUL BİLEŞİK ZAMANI

1. Belirli geçmiş zaman kipiyle yapılan koşul bileşik zamanı: Geldiysem....
2. Belirsiz geçmiş zaman kipiyle yapılan koşul bileşik zamanı: Gelmişsem....
3. Şimdiki zaman kipiyle yapılan koşul bileşik zamanı: Geliyorsam....
4. Geniş zaman kipiyle yapılan koşul bileşik zamanı: Gelirsem....
5. Gelecek zaman kipiyle yapılan koşul bileşik zamanı: Geleceksem
6. Gereklilik kipiyle yapılan koşul bileşik zamanı: Gelmeliysem

VIII VOICE – EYLEMDE ÇATI

1. Active verb – Etken eylem: Gelmek, gitmek....
2. Passive verb – Edilgen eylem: Sevilmek, alınmak....
3. Reciprocal verb – İşteş eylem: Koşuşmayın, dövüşmüşler....
4. Reflexive verb – Dönüşlü eylem: Yıkanmak, sevinmek

VERBALIA – EYLEMSİ

Infinitive – Eylemlik: Aldırmak, görünüş.... gitme zamanı, yerleşmeye, gidişine....

Participle – Ortaç: -acak,- mış (susamış çocuk),- en (gelen adam),- an (kırılan bacağım),mez, maz (tükenmez kalem)....

Gerund – Ulaç : -a (on kala uyanırım), (-acağı yerde), - eli beri.. sessizce...

PART B   Candidates aiming to achieve above Grade C

NARRATIVE – RİVAYET BİLEŞİK ZAMANI

1. Belirsiz geçmiş zaman kipiyle yapılan rivayet bileşik zamanı: Gitmiştim....
2. Şimdiki zaman kipiyle yapılan rivayet bileşik zamanı: Gidiyormuşum....
3. Geniş zaman kipiyle yapılan rivayet bileşik zamanı: Gidermişim....
4. Gelecek zaman kipiyle yapılan hikaye bileşik zamanı: Gidecekmişiz....
5. Gereklilik zaman kipiyle yapılan rivayet bileşik zamanı: Gitmeliymişim....
6. İstek kipiyle yapılan rivayet bileşik zamanı: Gideymişim....
7. Dilek koşul kipiyle yapılan rivayet bileşik zamanı: Gitseymişim....

VOICE

Factitive Verb- Ettirgen eylem: Açtırmak, diktirmek, okutturmak....

Participle – Ortaç: - ası (eli kırılasıca), - dık (tanıdık yüz)

Gerund – Ulaç: -a.........(-e........-e) (Kendini öve öve bitiremiyor),-acağına (Pehriz yapacağına ne bulsa yiyor.) Hasta olduğu halde okula gitti. Evlendi evleneli buraya gelmez oldu. Odanı istediğin biçimde düzeltebilirsin.

Anacoluton – Devrik Tümce: Ağır ağır çıkacaksın bu merdivenlerden...

Parenthesis sentence – Ara tümce: İsterse,ummam ya,sana yardım edebilir.